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ABSTRACT

This issue of the SSEC newsletter focuses upon descriptions of new curriculum materials, announcements of interesting research efforts, and progress reports on SSEC projects. Included in this issue are: (1) summary of proceedings at the SSEC Annual Invitation Conference; (2) description of the Biomedical Interdisciplinary Curriculum Project in Berkeley, California; (3) description of the SSEC Ethnic Heritage Project; (4) list of supplementary and teacher resource materials in the SSEC Data Book; (5) Data Book order form; (6) list of forthcoming publications, teacher training workshops, and conferences; and (7) the ERIC ChESS Board supplement which provides a bulletin board of activities and services at ERIC/ChESS. (Author/DE)

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Social Science Education Consortium NEWSLETTER

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HUNTER THE CAT

Hunter The Cat attended this year's SSEC Annual Invitational Conference in spirit, if not in body. Hunter contributed moments of whimsy to lighten discussion of a serious and often emotion-charged issue, "Intercultural Education: Awareness, Acceptance, Commitment." Descriptions of Hunter's habits also contributed enlightenment on a serious point: humans, unlike cats, must contend with culture as it mediates their interactions with their biotic, physical, and social environments.

Hunter was introduced in a paper presented by a member of Hunter's household, Lee F. Anderson. Anderson, of Northwestern University, discussed the macrocultural view of what intercultural education should be in his paper, "Schools as Travel Agencies: Helping People to Move Up, Down, and Sideways Through Human Culture." In the same conference session, Carlos E. Cortés of the University of California at Riverside offered "A Microculture View of Intercultural Education." Two other papers were presented and discussed in the second session of the conference. James Mackey of the University of Minnesota initiated discussion of the relationships between alienation of white middle-class students and intercultural education with his paper "Mapping the Course of Adolescent Alienation." Charles C. Jung of the Northwest Regional Educational Laboratory then focused participants' attention on "Learning, Learners, and Evolving Cultural Perceptions."

In the third session, conferees divided into four subgroups for discussion of the implications of intercultural education issues for four dimensions of educational concern—curriculum development, evaluation, social sciences, and teacher training. In the final plenary session, Saul H. Mendlovitz of Rutgers and the Institute for World Order spoke on "The International View of Intercultural Education."

The conference was held on June 7-8 at the Lawrence C. Phipps Memorial Conference Center at the University of Denver. It was attended by over 100 social scientists and educators from the United States, Canada, and Europe. As these conferees wrestled with the problems of educating young people for life in a multicultural society and world, Hunter The Cat helped discussions move through some of the inevitable rough spots, lending humor and perspective to the proceedings. Larry D. Singell of the University of Colorado, who is editing the proceedings of the conference, tells us he may just have to dedicate the volume to Hunter. If you wish to pursue the adventures of Hunter—as well as more serious questions in intercultural education—look for an announcement of the availability of the book in future issues of this *Newsletter*.

THE BIOMEDICAL INTERDISCIPLINARY CURRICULUM PROJECT

The social science division of the Biomedical Interdisciplinary Curriculum Project is under the direction of William M. Hering. The project, located in Berkeley, California, is supported by the National Science Foundation and administered by the California Committee on Regional Medical Programs. At the present time, the Biomedical Social Science materials will compose a two-year course for 11th- and 12th-grade students, giving them the opportunity to explore the social and humanistic dimensions of health, disease, and health-care delivery.

The first year of study is a four-unit program. Unit I introduces the concept of health as a process of adaptation of the individual to his total environment. Students explore their relationships with their nonhuman environment, applying the basic principles of ecology on a non-quantitative level.

Unit II continues the investigation of the human environment through cross-cultural study of several pre-industrial societies. Students apply basic anthropological concepts and skills in analyzing the health status and problems of these cultures.

Unit III contrasts the complex social order of the United States with the relatively less complex societies studied in Unit II. Through simulation and role-play, students are introduced to several simple theoretical models that can be used in analyzing a complex society.

Unit IV is the extension of the study of the polity in Unit III. Students complete their first year of study by acquiring and practicing several basic skills necessary for effective political participation. The application of these skills takes the students out of the classroom and into the community, where they participate in an effort to bring about an improvement in health or health-care delivery.

The second year of the Biomedical Social Science program contains five more units of study. Unit V introduces students to some value-clarification strategies, which they will have occasion to apply to several value-laden problems as the course continues. In the remainder of this unit students acquire concepts and analytical skills, generally drawn from the fields of sociology and social psychology, all of which bear on the central question of the unit, "What affects human behavior?"

Unit VI concentrates on an investigation of the allocation of resources, with an emphasis on allocation of health care and related resources. Value conflicts in present and alternative future allocations are examined.

Unit VII looks at cognitive and moral development in

relation to the study of the physiology of growth included in the Biomedical Science unit. Activities include observation of younger students performing Piagetian tasks and investigation of some theories of moral development.

Unit VIII corresponds with the study of population dynamics and genetics in the Biomedical Science program. Students explore the effects of population trends on resource allocation, health, and patterns of human interaction.

Unit IX explores the possible futures of health care, applying concepts and skills acquired in previous units and drawing on concurrent Biomedical Science topics.

For further information contact William Hering, Director, Social Science Curriculum, The Biomedical Interdisciplinary Curriculum Project, 1947 Center Street, Berkeley, California 94704.

SSEC RECEIVES GRANT FOR ETHNIC HERITAGE STUDIES

The SSEC was recently awarded a $45,000 grant from the U.S. Office of Education to conduct a study of ethnic heritage studies materials. The broad objectives of the study are to collect and analyze a wide variety of the ethnic heritage materials available for classroom use and to develop a resource kit for teachers which will be helpful to them in selecting and using ethnic heritage materials with students.

The plan of action for the year-long study is as follows:

1) *Collection of Ethnic Heritage Studies Curriculum Materials.* The staff will try to gather as many ethnic heritage studies materials suitable for classroom use as possible. Materials are being sought from commercial publishers, curriculum projects, ethnic heritage organizations, and other sources as they become known to the staff. The nearly 125 pieces of material on ethnic heritage studies presently available in the Resource and Demonstration Center at the Consortium will be included in the collection.

2) *Analysis of Ethnic Heritage Curriculum Materials.* The materials that are collected will be thoroughly analyzed by using a modified form of the Curriculum Materials Analysis System. In the analyses, the staff will be concerned with the accuracy, authenticity, and sensitivity of the materials' content as well as the soundness of the educational approach.

3) *Compilation of Bibliographies and Human Resources Lists for Ethnic Heritage Studies.* Based on the curriculum materials analyses, a number of bibliographies dealing with various aspects of ethnic heritage studies will be prepared. To fill any gaps in the collection of the materials gathered, the staff will identify people who can provide information on specific ethnic heritage groups.

4) *Development of a Resource Kit for Ethnic Heritage Studies.* A resource kit for elementary and secondary teachers who teach ethnic heritage studies will be developed. Included in the kit will be the annotated bibliographies of the materials analyzed as well as the listing of human resources available to teachers. There will be lesson plans for using some of the materials plus some sample activities appropriate for classroom use. The resource kit will be field tested in a number of Denver-area schools with students representing a wide variety of ethnic backgrounds.

5) *Publication and Dissemination of Analyses and the Resource Kit.* The information and materials produced by the project will be published by the SSEC, much of it in the *Social Studies Curriculum Materials Data Book.* There will also be negotiations for a wider distribution of the resource kit through other channels. In addition, the staff hopes to arrange training sessions at three national professional association conventions in the spring of 1975. The sessions will focus on strategies and materials contained in the resource kit. The three associations being contacted are the Association for Supervision and Curriculum Development, the National Association of Secondary School Principals, and the National Association of Elementary School Principals.

The project staff is being aided by a National Advisory Council, the six members of which are presently suggesting criteria for the materials analysis. The Council will continue to monitor the overall direction and progress of the project. Members of the Council are James A. Banks, University of Washington; Carlos E. Cortés, University of California; Mark M. Krug, University of Chicago; P. John Lymberopoulos, University of Colorado; Wesley M. Westerberg, American Swedish Institute, Minneapolis, Minnesota; and John Yee, classroom teacher, Aurora, Colorado.

In the development and revision of the analysis instrument it has been discovered that it is important to establish specific guidelines for an analyst to use in evaluating materials on each ethnic group. Since existing ethnic heritage materials are not always accurate, it is unwise for an analyst who is not a member of a particular ethnic group to rely on what he has previously read about that group as a basis for establishing criteria. Also, because several people will be involved in the analysis process, a precise set of criteria is important.

It would be useful to have persons who are both educators and members of ethnic heritage groups to help establish criteria for analyzing materials dealing with their specific heritage groups. The staff is particularly interested in establishing guidelines for evaluating the factual accuracy and the representativeness of the materials on each group. If you are such a person or know of anyone who might be able to give us such input, please send your comments and/or name and address to the Consortium.

Also, if you know of ethnic heritage studies materials appropriate for classroom use about which the staff should be informed, please send information on them—especially how to locate and obtain copies of them—to Ethnic Heritage Studies Project, SSEC, 855 Broadway, Boulder, Colorado 80302.

Contributors to this issue included Janet Jacobs, Douglas Superka, Christine Ahrens, Celeste Fraser, Sharryl Hawke, Candy Figa, Mary Jane Turner, Gene Martin, Karen Wiley, and Regina McCormick.

THE ERIC ChESS BOARD

ERIC Clearinghouse for Social Studies Social Science Education

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Something New: The ERIC ChESS BOARD

This is the first ERIC Clearinghouse for the Social Studies/Social Sciences (ERIC/ChESS) insert to the SSEC Newsletter. The *ERIC ChESS BOARD* presents items of interest to social studies/social science practitioners, administrators, developers, and researchers. Since this insert is being included on a trial basis, both SSEC and ERIC/ChESS staff are interested in receiving any comments or suggestions our readers might have concerning *ERIC ChESS BOARD*. Contributors to this first *ChESS BOARD* are Christine Ahrens, Judy Hedstrom, Sydney Meredith, and Kathleen Mitchell. Mike Signorella and Nancy Dille did the artwork and layout.

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EDRS Address and Price Change

A new contract to operate tne ERIC Document Reproduction Service (EDRS) has been awarded to Computer Microfilm International Corporation (CMIC). All EDRS mail, whether it is a request for information or an order for ERIC reports, should now be sent to:

ERIC Document Reproduction Service
Computer Microfilm International Corporation
P.O. Box 190
Arlington, Virginia 22210

Telephone inquiries may be made to CMIC Customer Service (703) 841-1212.

With the announcement of a new contractor, EDRS prices have been revised as follows:

Microfiche:	1-5 microfiche (1-479 pp.; 96 pp. per microfiche)	$0.75
	Add $0.15 for each additional 96-page increment or fraction thereof.	
Hard Copy:	1-25 pp.	$1.50
	26-50	1.85
	51-75	3.15
	76-100	4.20
	Add $1.20 for each additional 25-page increment or fraction thereof.	

The above prices do not include postage. For Special Fourth-Class Rate mailing, please add $0.18 for first pound, $0.08 per one-pound increment over the first. First Class ($0.10 per ounce) or Air Mail ($0.13 per ounce) postage is also available.

Ethnic Studies: Some Resources

Ethnic Studies has become a popular topic with users of ERIC/ChESS. Consequently, a reference sheet that lists professional organizations, newsletters, ERIC documents, and curriculum materials related to Ethnic Studies has been prepared and is now available from ERIC/ChESS. If interested, contact Coordinator of Information Requests, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302. Some additional resources include the following items.

Cultural Pluralism, edited by Edgar G. Epps, is a volume appearing in the series on Contemporary Educational Issues sponsored by the National Society for the Study of Education. Containing nine essays, the book explores the realities of America as a pluralistic society, with the emphasis on changing educational institutions in order to develop the full potential of all students. (McCutchan Publishing Corporation, 2526 Grove St., Berkeley, California 94704.)

Teaching Ethnic Studies: Concepts and Strategies is the 43rd Yearbook (1973) of the National Council for the Social Studies (NCSS) and has James A. Banks as its editor. Contributors to this volume investigate three basic topics: Racism, Cultural Pluralism, and Social Justice; Teaching About Ethnic Minority Cultures; and Teaching About White Ethnic Groups and Women's Rights. Each of the 12 chapters is followed by teaching strategies that give teachers some concrete guidelines for presenting Ethnic Studies in their classrooms. (NCSS, 1201 Sixteenth St., N.W., Washington, D. C. 20036. Paper, $6.00; Cloth, $7.50.)

Schloat Productions, a Prentice-Hall Company, offers two audio-visual programs entitled *Minorities Have Made America Great: Sets One and Two*. Illustrated by photographs, drawings, paintings, and prints, the two series trace the history of various ethnic groups in America, reveal the problems faced by the minorities in our country, and recount the individual and group contributions made by each minority group. Set One deals with Negroes, Jews, Italians, Germans, and Irish. Set Two covers American Indians, Puerto Ricans, Orientals, and Mexican-Americans. Costing $90.50 with sound on discs or $110.00 with sound on cassettes, each set contains six color-sound filmstrips and a teacher's guide. (Schloat Productions, Pleasantville, New York 10570.)

The Underside of American History: Other Readings, edited by Thomas R. Frazier, is a collection of readings that describe the experiences of eight minorities traditionally neglected in American history textbooks: Chinese-, Japanese-, and Spanish-Americans, Indians, Blacks, Poor Whites, Labor, and Women. Written for high school students, this supplementary paperback gives introductory background information, three or four articles, and a bibliography on each minority. (Harcourt Brace Jovanovich, 757 Third Avenue, New York, New York 10017; $2.65.)

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The Peoples Bicentennial Commission

The Peoples Bicentennial Commission, a non-profit public foundation, is working with various major institutions nationwide in providing citizen-involvement programs for America's 200th birthday. Maintaining a spirit of "allegiance to the revolutionary, democratic principles that launched our first national rebellion to tyranny," the Commission has developed a variety of provocative miscellaneous resources. Teachers, community groups, and individual citizens who want to explore the meaning of the Bicentennial in their own classrooms, neighborhoods, and communities will find the resources useful and stimulating.

In addition to a 30-minute, 16mm color film entitled "The Boston Tea and Oil Party, 1773-1973," the Commission provides a selection of printed materials for social studies teachers. *Student and Teacher Programs for a Peoples Bicentennial* is an action-oriented, 32-page tabloid, divided into three sections--high school, college, and teacher--that outlines the founders' philosophy of education and suggests ways for putting the "early democratic vision back into our schools." In the high school section, for example, areas such as student assemblies, tracking, a Student Bill of Rights, and textbooks are examined. *The Syllabus and Study Guide to the American Revolution* is another document for classroom use. It contains a reading list and guide for viewing the Revolution from such perspectives as The New England Background, The Radical Strategy, The American Tory, The American Revolution and Labor, and The Black Contribution to the American Revolution.

These are only a few of the various items developed by the Commission. In order to get a more comprehensive view of its materials, services, and programs (as well as cost and order information) write the Peoples Bicentennial Commission, Washington, D. C. 20036 and ask for their free introductory packet.

RIE Name Change

The title of *Research in Education* (RIE) will be changed with the January 1975 issue to *Resources in Education*. The change is being made to reflect more accurately the broad scope of the documents the journal announces. RIE contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of RIE is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in RIE, wishes to indicate a wider inclusiveness by means of the new title.

Computerized ERIC Searches by ChESS

ERIC/ChESS is currently experimenting with computerized retrieval of the ERIC indexes, RIE and CIJE. Since June, selected information requests have been answered by online computer searches using Lockheed's information retrieval system, DIALOG. Each search produces a bibliography containing RIE abstracts and CIJE annotations related to the search topic. This bibliographic output is mailed to the user.

If you are interested in more details concerning our trial program and have a social studies or social science information request, write Coordinator of Information Requests, ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302.

CEDaR Catalog

The Council for Educational Development and Research, Inc. (CEDaR), which represents 20 major regional educational laboratories and university-based research and development centers across the country, has recently published the fourth revision of the *CEDaR Catalog*. The 1974 edition describes 250 currently available educational products and identifies 162 forthcoming products developed by the CEDaR-member institutions. Costing $14.50, the two-volume set can be ordered from Commercial Educational Distributing Services, P.O. Box 3711, Portland, Oregon 97208.

New ChESS Inputs into ERIC

In our efforts to provide input for the ERIC system, ChESS occasionally submits new descriptor candidates to the *Thesaurus of ERIC Descriptors*. Representing the vocabulary for the field of education, the *Thesaurus* is the source of all subject headings used for indexing and retrieving documents and journal articles in the ERIC collection. During 1973, ChESS submitted and ERIC accepted the following terms: American Studies, Futures (of Society), Diplomatic History, Educational Anthropology, Middle Eastern Studies, Nonformal Education, Ethnocentrism, and Revolution. These terms, plus all descriptors assigned as of January 1974, appear in the fifth edition of the *Thesaurus*, recently made available to users by Macmillan Information, 866 Third Avenue, New York, New York 10022 ($6.95, paper). New descriptors submitted by ChESS after January 1974, and therefore not appearing in the new user's edition of the *Thesaurus*, are Historiography, Primary Sources, and Humanistic Education.

In addition to identifying and submitting new descriptors, we are indexing and annotating articles from a new periodical to include in the *Current Index to Journals in Education* (CIJE). The new journal, which first appeared in Fall 1973, is entitled the *Behavioral and Social Science Teacher*. By presenting an exchange of ideas among the disciplines in the behavioral and the social sciences, it is designed to serve the needs of high school and community college teachers of psychology, sociology, and anthropology. This biannual also emphasizes curriculum issues and new developments for enriching teacher knowledge and bringing innovative and exciting teaching strategies to the classroom. Harwood Fisher, Ed.D., Director of Postmaster's Sequence for High School Teachers of Psychology, City College of CUNY, is Editor-in-Chief. The journal's business office is Behavioral Publications, Inc., 72 Fifth Avenue, New York, New York 10011. Subscription cost: Individual, $5.00; Institution, $10.00.

ChESS PIECES

The following ChESS Pieces were selected from the documents processed by ERIC/ChESS for the May and June issues of *Research in Education* (RIE). ChESS Pieces with *MF* (microfiche) or *HC* (xerography) prices are available from EDRS, Computer Microfilm International Corp., P.O. Box 190, Arlington, Virginia 22210. Readers may find it useful to read the complete abstract in RIE before ordering the document from EDRS.

ED 086 562. *Social Organization, Socialization and Cultural Mediation in Formal Learning Situations.* By Francis Ianni and Patricia Caesar. Symposium Anthropological Perspectives of Educational Phenomena, AAAS Meetings, Washington, D. C. December 1973. 19 pp. EDRS price: MF-$0.75; HC-$1.50.
This research program intends to compare social relationship patterns in order to make preliminary generalizations about the regularities of high school social behavior. The comparative base will be made available to education decision-makers. While much educational research focuses on the student as learner and the adult as organizer, this project describes the social organization to which both contribute and assumes that a school is a social system in which members share a common culture. Field research is being done in three New York area high schools--urban, suburban, and rural--by anthropological teams living in the community and participating in the school. These teams are compiling ethnographic records, comparing data, and establishing an analytic framework. By the end of the first phase of this research, ethnographic records are expected to be completed and a conceptual framework and working methodology established, leading to a preliminary description of basic social behavioral structures in American high schools.

ED 087 644. *The Educational Change Team; An Effort to Develop a National Facility to Generate and Implement Information and Resources Relevant to Secondary School Crisis and Change. Final Report.* By Mark Chesler *et al.* Michigan University, Ann Arbor, School of Education. 1972. 112 pp. EDRS price: MF-$0.75; HC-$5.40.
The final report of a research effort, interracial and multidisciplinary in nature and designed to deal with the politics of change in professional systems, outlines (a) a diagnosis of American high schools and consequent change strategies, (b) its goals and objectives, (c) program outcomes, and (d) issues facing the Educational Change Team (ECT) and others engaged in controversial aspects of school change. The Team conducted basic research to discover, document, and illuminate the issues of racism and control of youth which appear as the major institutional conditions leading to educational failure and political crisis in schools. It also conducted a variety of developmental programs to generate alternative models of aspects of secondary education and to design new materials and resources helpful in the change process. A series of regional consultant teams were identified and trained to provide direct assistance to school systems in crisis (Network on Educational Unrest). Furthermore, the ECT trained groups of students, teachers, administrators, and community members in new ways of dealing with school conflicts, and created and disseminated various materials pertinent to school crisis and change. Relevant publications available by or from the ECT, a bibliography of school conflict and change, and a list of Team staff members are included in the report.

ED 086 612. *Handbook of Evaluated Materials for Secondary Social Studies.* Diablo Valley Education Project, Orinda, California. 1973. 218 pp. EDRS price: MF-$0.75; HC-$10.20.
The handbook contains teacher evaluations of secondary social studies materials used in the Mt. Diablo Unified School District (MDUSD), Orinda, California. The Materials Testing Program of MDUSD is an effort to involve secondary teachers in the process of evaluating social studies materials in certain concept areas: conflict, social change, man's interdependence, power and authority, values institutions, and self identity. Materials, prescreened first by the Diablo Valley Education Project and then by teachers, were field tested in classrooms. The evaluations on units, games, and multimedia which comprise the major portion of the handbook are edited versions drawn from the original teacher evaluations. Resources through which more information on materials can be obtained are listed. This publication has also been edited into six separate guides, any one of which is free; more than one costs $.25. The individual titles are Change, Conflict, Identity, Interdependence, Power and Authority, and Values; all are subtitled Guides to Selected Curriculum Materials on Interdependence, Conflict, and Change: Teacher Comments on Classroom Use and Implementation.

ED 086 582. *I Am Loveable and Capable. A Modern Allegory of the Classical Put-Down.* By Sidney Simon. Argus Communications, 7440 Natchez Ave., Niles, Illinois. 1973. 32 pp. EDRS price: MF-$0.75; HC-not available from EDRS; order (in quantities only) from Argus Communications.
The IALAC (I Am Loveable and Capable) story presents one day in the life of 14-year-old Randy, who puts on his IALAC sign each morning and sets out to face the world. As "put-downs" occur at home and at school, little pieces of his sign are torn away; by the end of the day very little of the sign remains. This allegory is a tool for humanistic education which can be used by a teacher, clergyman, student, or any group leader who is concerned with making people feel loveable and capable. It deals with the "put-down," an American idiosyncrasy, which inhibits humanistic values. The content of the IALAC story can be modified to fit specific groups or dramatized for student participation.

ED 086 573. *Help! What to Do, Where to Go? Working Notes Number 4.* By Norman Gross and James Dick. American Bar Association, Special Committee on Youth Education for Citizenship, Chicago, Illinois. 1973. 33 pp. EDRS price: MF-$0.75; HC-$1.85. Single copies free from ABA.
Following the precept that strong citizenship education requires strong law education, the Special Committee on Youth Education for Citizenship (YEFC) of the American Bar Association compiled this introduction to programs and resources in pre-college law education. The objectives of law education, described in Section I, include developing analytical skills, moral and ethical values, and an appreciation of the legal process; teaching information about law; and encouraging responsible political participation. YEFC, as described in Section II, facilitates and encourages programs and projects, generates materials, and supports research. Current YEFC projects and publications noted in this section are the results of these objectives and policies. Twelve representative law-oriented projects of the 200 throughout the country are described in Section III. Section IV lists teacher training programs for law education. Section V updates information (Working Notes, #1) to Bar Associations on the role they can play to support law education programs.

ED 086 566. *Children of the World. A Series of Nine Television Programs for Elementary Students.* By Jo Ann Larson. United Nations Children's Fund, New York, New York. 1973. 66 pp. EDRS price: MF-$0.75; HC-$3.15.
This is a guide to nine thirty-minute video tape programs that try to develop in elementary school children an awareness of a true family of man. Brazil, Guatemala, Dahomey, Somalia, Nepal, Thailand, Chile, Peru, and Jamaica are the countries in which a child's life, showing the similarities and differences that exist for all humans, is the vehicle for a case study approach to social studies curriculum. The guide presents instructional objectives, previewing, viewing, and postviewing teaching strategies, and supplementary materials for the whole series and for individual tapes. In part one, general concepts of family, education, commerce, childhood, religion, geography, and economics provide a framework for viewing all the tapes and examining each culture. Part two of the guide gives specific insight into each country so that national differences are not lost among similarities. This series is available for duplication onto slant tract video tape and in color or black and white. The New York State Education Department, Bureau of Mass Communication may be contacted for more information.

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Directory of Data Bases in the Social and Behavioral Sciences

Published in 1974 in connection with the City University of New York, the *Directory*, edited by Vivian S. Sessions, represents the first international effort in compiling organized data collections for the social and behavioral sciences. An introduction gives definitions, explains the methodology of compiling the directory, and describes the strategies for using the volume. The next section provides a guide to 685 data bases--a guide that indicates major categories of the data bases, minor categories, file titles, equipment, conditions of access, standards employed, and recent bibliographic references, if given. The four sections that follow offer subject, institutional, personnel, and geographic indexes to the data collections. (Science Associates/International, Inc., 23 East 26th St., New York, New York 10010. Hard cover, $35.00.)

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New Publications

The following are new publications which ERIC/ChESS has made available in 1974 thus far. They have not yet been put into *Research in Education* and do not have ED numbers assigned to them. SO numbers are given which can be cross-referenced to ED numbers soon.

Preparing to Teach Political Science: Sources and Approaches. By Mary Jane Turner. Available from Social Science Education Consortium, Inc., $1.20, ask for publication #170. SO 007 607.
In this paper, Ms. Turner delineates three major approaches to the teaching of precollegiate political science and provides well-annotated lists of curriculum materials packages that fit within each category. The "academic disciplines" approach includes materials that emphasize the content and/or methodology of one or more of the disciplines of history, economics, sociology, anthropology, psychology, geography, and philosophy in dealing with political phenomena. The "salient features of political life" approach includes materials that focus on groups and group process, institutions, legal and constitutional law, power and influence, or decision making. Approaches emphasizing the "fact-value distinction" are epitomized by materials dealing with values and the valuing process in politics. The paper also contains a section on "Ways to Restructure Existing Course Structures" and an annotated listing of general background materials in political science for teachers. This is one of a number of papers being developed by ERIC/ChESS on tips for the precollege teaching of the social science disciplines.

The Status of Political Science Instruction in American Secondary Schools. By Mary Jane Turner. Available from Social Science Education Consortium, Inc., $1.50, ask for publication #169. SO 007 545.
Recent shifts in thinking about precollegiate teaching of political science are the focus of this paper. The societal pressures for curriculum reform in the late fifties and early sixties and the responses of educators and political scientists to them are discussed. The resulting new curriculum materials with political science content are described, using many specific examples: inter/multidisciplinary materials, materials with single-discipline (other than political science) focus, materials with political science disciplinary focus, area studies materials, and law-related materials. New trends in textbooks and related materials, games and simulations, and social action programs are also described. The paper contains bibliographies of curriculum materials and games and simulations with political science content. This is one of a number of papers being developed by ERIC/ChESS on trends in the precollegiate teaching of the social science disciplines.

Simulation/Games in Social Studies: What Do We Know? By Katherine Chapman, James E. Davis, and Andrea Meier. Available from Social Science Education Consortium, Inc., $2.50, ask for publication #162. SO 007 544.
The lengthy answer to this question consists of (1) an intensive review of the theoretical and research literature on gaming and social simulation, (2) an analysis of patterns of use and integration of simulation/games within several of the new social studies curriculum materials, and (3) an analytical framework for examining and evaluating various simulation-type activities (role plays, simulation/games).

NEW or RENEW?

Whether you are purchasing *The Social Studies Curriculum Materials Data Book* for the first time or renewing your subscription, you will be buying one of the most useful resources available in the social studies. The *Data Book*, which is an analytical guide to new social studies materials, innovative textbooks, games and simulations, supplementary materials, and teacher resource materials, was first published in March 1971. Supplemented every six months with new and revised data sheets which provide information about costs, rationale and objectives, content, teaching/learning strategies, media, and evaluation results, it now contains approximately 300 analyses. The two newest sections—Supplementary Materials and Teacher Resource Materials—greatly expand the usefulness and flexibility of this already valuable tool. The *Data Book* is bound in a sturdy, attractive two-volume set of looseleaf notebooks which can be easily up-dated by insertion of the new data sheets received in each supplement.

As of the October 1974 supplement of the *Data Book*, the two newest sections, Supplementary Materials and Teacher Resource Materials, will contain data sheets on the following materials:

SUPPLEMENTARY MATERIALS

- The American Indian: A Study in Depth
- Changing Africa: A Village Study Unit
- Edu-Actional Media/Map Systems (E.M.S.)
- Explora Tapes: Social Studies Exploration
- Fieldstaff Perspectives:
  - Aq Kupruk: A Town in Northern Afghanistan
- Southeast Asia: Amidst Diversity Is Unity Possible?
- First Things: Values
- La Raza: The Mexican Americans
- The Law in a Democracy
- Multimedia China Program
- Project CAIR
- Protocol Materials Development Project:
  - Protocol Materials for the Social Sciences
- Women's Work/America: 1620-1920

TEACHER RESOURCE MATERIALS

- Economics in Society Staff Training Kit
- Experiences in Inquiry: HSGP and SRSS
- Folk Puppet Plays for the Social Studies
- High School Law Program: Attorney's Source Book
- Minicourses (Far West Laboratory):
  - Minicourse 1: Effective Questioning—Elementary Level
  - Minicourse 8: Organizing Independent Learning: Primary Level
  - Minicourse 9: Higher Cognitive Questioning
  - Minicourse 15: Organizing Independent Learning: Intermediate Level
- Opening: A Primer for Self-Actualization
- Profiles of Promise
- Protocol Materials Development Project:
  - Protocol Materials for Teacher Education
- Social Science for the Contemporary Classroom
- A Sourcebook for Substitutes and Other Teachers
- The Teacher's Role in Social Science Investigation
- Teaching Ethnic Studies: Concepts and Strategies
- Thinking Goes to School: Piaget's Theory in Practice
- Values Clarification: A Handbook of Practical Strategies for Teachers and Students

STANDING ORDERS/ANNUAL SUBSCRIPTION

For the first time this year, *Data Book* subscribers will have the opportunity to purchase supplements on a standing order basis. This change in ordering policy is a result of many requests from *Data Book* users. With a standing order subscription your *Data Book* will be kept up to date with all new supplements at a cost of $15 a year. This new system will ensure that all standing order subscribers will automatically receive biannual supplements.

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SHORT TAKES/ANNOUNCEMENTS

Forthcoming Publications

● *Inquiry into American Government: Studies in Decision-Making and Values* is the tentative title of an American government program to be published by Allyn and Bacon in late 1975. The program will include one hardcover text, 12 or more paperbacks, an inquiry set of ditto masters, a teacher's guide, and a few short filmstrips. For further information, contact Jack Fraenkel, Professor of Interdisciplinary Studies in Education, California State University, San Francisco, California 94127.

● The World History Project materials, currently under development at Indiana University, will be available from Ginn and Company for examination in the fall of 1975 and for school use in 1976. The materials consist of ten units of study which will be published in two formats: a hardcover text including all ten units and separate paperback editions of individual units. Additional materials will include games and filmstrips. For further information, contact John M. Thompson, Director, World History Project, Indiana University, Bloomington, Indiana 47401.

● A new geography series for secondary schools, consisting of paperback books and teacher resource materials, is planned for publication by the Oxford University Press. At completion, the series will consist of 12 publications, half of which are already available. For further information, contact Angus Gunn, Faculty of Education, University of British Columbia, Vancouver 8, British Columbia, Canada.

Teacher Training Workshop

● Workshops and training seminars on value analysis strategies will be conducted in the following areas: Los Angeles City Schools, Los Angeles County Schools, Arlington (Virginia) Schools, Alberta (Canada) Teachers Association, San Francisco Public Schools, and Corvallis (Oregon) Public Schools. For details on time and place, contact Jack Fraenkel, Professor of Interdisciplinary Studies in Education, California State University, San Francisco, California 94127.

Conference

● A regional conference, sponsored by the American Bar Association's Committee on Youth Education for Citizenship, will be held October 25-26, 1974, in Seattle, Washington. For further information, contact Joel Henning, National Director, Youth Education for Citizenship Project, American Bar Association, 1155 East 60th, Chicago, Illinois 60637.

HOW DO YOU LIKE IT?

There have been some changes made in the *SSEC Newsletter*, as you can see!

Beginning with this issue, we are trying out a new format. The *Newsletter* will appear four, instead of three, times a year—in September, November, February, and April. The September and February issues will focus on "newsy" material: descriptions of new curriculum materials, announcements of interesting research and development efforts, progress reports on SSEC projects—in all, information on materials that readers might want to use and projects about which they would want to be informed. The November and April issues will also contain "newsy" items but will focus on in-depth discussion in a lead article on some topic of concern to the profession.

All four issues will incorporate two supplements. One of these is *ChESS Board*, which offers a "bulletin board" of tidbits from the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS)—abstracts of documents recently put into the ERIC system by ChESS, descriptions of helpful social studies service organizations, blurbs about new curriculum materials and resources for teachers, and the like.

The second supplement is also from ERIC/ChESS: *Looking At . . .* is an occasional current awareness bulletin from the Clearinghouse that presents ideas and resources on a current "hot topic" of interest to social studies educators. The *Looking At . . .* included in this issue of the *Newsletter* focuses on World Order; past bulletins have dealt with Future Studies, Legal Education, Women's Studies, and Mini-Courses in the Social Studies.

The changes in format have come about as a result of the many suggestions we have received from *Newsletter* readers. We hope you will continue to send us your suggestions, and we especially would like to hear your reactions to these changes. In the November issue of the *Newsletter* we are planning to ask subscribers to indicate their interest in continuing or not continuing to receive the *Newsletter*. On the "renewal" form there will also be space for writing your reactions to the new format and suggestions for improvement. Be sure to look for the "renewal" notice in November!

And if you're "just itchin'" to send us your comments before then, please do!